## Learning Intention and Success Criteria
### Focus Walk

1. **Grade/Content Area**
   - [ ] Kindergarten
   - [ ] First
   - [ ] Second
   - [ ] Third
   - [ ] Fourth
   - [ ] Fifth
   - [ ] Sixth
   - [ ] Seventh
   - [ ] Eighth
   - [ ] HS ELA
   - [ ] HS Mathematics
   - [ ] HS Social Studies
   - [ ] HS Science
   - [ ] HS Fine Arts
   - [ ] HS CTAE
   - [ ] HS Other:

2. **The teacher used the following ways of communicating learning intentions and success criteria:**
   - [ ] Oral
   - [ ] Written
   - [ ] Displays
   - [ ] Demonstration/modeling
   - [ ] Not observed
   - [ ] Learning intention only
   - [ ] Success criteria only

3. **The teacher used the following formats to share the learning intentions and success criteria**
   - [ ] Rubric
   - [ ] Checklist of expectations and requirements
   - [ ] Anchor papers, models, or other exemplars of quality
   - [ ] Not observed
   - [ ] Learning intentions only
   - [ ] Success criteria only

4. **When did the teacher communicate the learning intentions and success criteria?**
   - [ ] Before instruction
   - [ ] During instruction
   - [ ] At the conclusion of instruction
   - [ ] During instruction and ongoing throughout
   - [ ] Not observed
   - [ ] Learning intentions only
   - [ ] Success criteria only
5. How did the teacher support student understanding of the learning intentions and the success criteria?
☐ Conducted discussions and reviews
☐ Shared success criteria tools: rubrics, checklists, etc.
☐ Showed student work, modeled responses, examined exemplars or anchors of quality
☐ Helped student apply the criteria to their own work or to a model
☐ Involved students in generating success criteria
☐ Provided feedback to students that focused on the learning intention and success criteria
☐ Other:
☐ Not observed
☐ Learning intentions only
☐ Success criteria only

6. In what ways did the teacher engage the students in applying the success criteria?
☐ Helped students compare their work to anchors or exemplars
☐ Helped students identify anchors or models based on the criteria
☐ Used rubrics, checklists, or other tools to assist in assessment of quality
☐ Helped students develop criteria for success
☐ Not observed

7. In what ways did the teacher engage the students in developing or identifying success criteria?
☐ Brainstormed/discussed criteria
☐ Discussed elements of quality related to the learning intention and performance task/product requirements
☐ Discussed elements of a quality answer, paper, response
☐ Not observed

8. Did the assignment/activity conducted in the classroom aligned to the success criteria?
☐ No, the assignment/activity does not align to the success criteria
☐ Yes, the assignment/activity does align to the success criteria
☐ There were no success criteria posted or referenced to determine alignment

Notes
Student Interview

9. Student Interview: What are you learning today?
   - Student does not know what they are learning
   - Student can communicate what they are doing, but does not match the learning intention
   - Student is able to communicate a basic understanding of the learning intention
   - Student is able to communicate in detail and understand the learning intention

Notes: What are you learning today?

10. Student Interview: Why are you learning the information today?
    - Student does not know why they are learning
    - Student can communicate why they are doing, but it does not match the learning intention
    - Student is able to communicate a basic understanding of the learning intention
    - Student is able to communicate a detailed understanding of the learning intention

Notes: Why are you learning the information today?

11. Student Interview: How will you know when you are successful at learning it?
    - Student does not have an answer
    - Student does not have an answer
    - Student can communicate some expectations of the success criteria
    - Student is able to communicate basic understanding of success criteria
    - Student is able to communicate a detailed understanding of the success criteria

Notes: How will you know when you are successful at learning it?

Sources: Advancing Formative Assessment in Every Classroom. Connie Moss and Susan Brookhart. Clarity for Learning. John Almarode and Kara Vandas